



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2020 East Carson Drive, Tempe, AZ 85282

Tempe School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Lisa Hobson
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address : www.tempe3.k12.az.us/Bustoz/bustoz.html
Phone Number : (480) 897-2955
Fax Number : (480) 820-4065
E-mail : lhobson@tempeschools.org

Mission

Bustoz School, a 2006 Excelling School, will provide a supportive environment by creating enriching and relevant learning experiences that develop students' unique talents and gifts in collaboration with home and community, while inspiring life-long learning and active community participation. The mission of Bustoz School is to use Howard Gardner's Nine Multiple Intelligences to teach all children the academic and life skills needed for future success.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase math, reading and writing skills as measured by the District Assessment Plan including district assessments, state criterion referenced and norm referenced tests.
- ü Continue to implement brain based teaching following an integrated thematic approach to lesson planning and instruction, using current ELL strategies and Howard Gardner's Multiple Intelligence approach to teaching and assessment.
- ü Teach and incorporate character based program using guidelines and personal qualities that help children become self-assured learners and problem solvers who make the best decisions possible while contributing positively to the school community.
- ü Continue to teach a model for reducing conflicts and inappropriate behaviors on campus through training of staff and increased awareness by adults and children about the causes and consequences of wrong choices.

Enrollment

October 1, 2005 School Year Student Enrollment : 315
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 111

Instructional Programs

- Ü Free Full-Day Kindergarten
- Ü Integrated Thematic Instruction
- Ü CLIP trained teachers tutor one on one
- Ü Scientific, Researched Based Reading
- Ü Pullout and On-Campus Gifted Services
- Ü Choral Music, Band and Orchestra
- Ü Sheltered English Immersion
- Ü Resource Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We provide a safe, pleasant atmosphere that supports learning. Our bilingual office clerk, counselor and several staff members assist parents with translation. Our teaching is aligned to standards, taught through multiple intelligences, and our results are high academic achievement. Frequent positive interactions lead to high self-esteem, and responsible decision-making. We create common experiences through field trips and assemblies.

Parents

Parents are their child's first teachers. They can be supportive of the school as the child transitions to school. Families are expected to ensure that children attend school on time daily, well-rested, and nourished. They are encouraged to maintain positive, regular communication with the teacher; to be involved in school life; to attend conferences; to provide an environment that stresses the importance of learning, including a time and place to complete homework and to read each day.

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü One Teacher a Winner in Tempe Diablos Excellence Award	2006
Ü 2 Co-winners of Tempe Diablos Excellence in Educ. Award	2005
Ü Awarded Grant from Tempe Arts Commission	2005
Ü Nationally Board Certified Teacher	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	1503	80010	100	100	99	464	439	447	3	12	10	12	22	18	59	52	53	26	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	735	38935	100	100	99	462	438	447	9	12	9	NA	22	19	68	53	55	23	13	17
Male	36	768	40974	100	100	98	466	440	448	NA	12	11	19	22	18	53	51	52	28	15	19
African American	NC	190	4201	NC	100	99	NC	426	430	NC	14	17	NC	28	23	NC	54	51	NC	4	9
Hispanic	18	723	34545	100	100	99	455	430	432	6	14	14	17	26	24	61	52	53	17	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	28	414	35142	100	100	99	479	465	465	4	5	5	7	12	11	46	53	56	43	31	28
Students with Disabilities	16	256	10161	100	100	93	450	419	419	13	29	28	31	29	28	38	32	36	19	10	8
Students without Disabilities	42	1247	69849	100	100	100	469	443	451	NA	8	7	5	21	17	67	56	56	29	14	19
Limited English Proficient Students	NC	262	14013	NC	100	97	NC	409	413	NC	24	24	NC	38	34	NC	35	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	31	1056	39029	100	100	98	459	428	432	3	15	14	13	27	25	65	52	52	19	7	9
Non-Economically Disadvantaged	27	447	40981	100	100	100	470	466	462	4	5	6	11	11	13	52	54	54	33	30	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	1494	79438	100	100	98	466	443	451	3	11	9	19	29	24	64	52	56	14	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	731	38775	100	99	99	467	449	457	NA	8	7	18	27	22	73	56	58	9	9	13
Male	36	763	40560	100	100	97	466	439	446	6	14	12	19	30	25	58	49	54	17	7	9
African American	NC	188	4178	NC	100	98	NC	435	439	NC	12	13	NC	34	29	NC	51	52	NC	3	6
Hispanic	18	717	34297	100	99	98	457	434	434	6	14	14	22	33	31	61	50	50	11	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	28	413	34887	100	100	98	478	468	471	4	5	4	14	19	15	61	58	63	21	18	18
Students with Disabilities	16	250	9588	100	98	88	446	413	416	13	31	30	31	31	32	44	34	34	13	4	5
Students without Disabilities	42	1244	69850	100	100	100	473	449	456	NA	7	7	14	28	23	71	56	59	14	8	12
Limited English Proficient Students	NC	257	13856	NC	98	96	NC	404	407	NC	28	27	NC	46	43	NC	26	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	31	1048	38685	100	99	97	462	432	435	3	14	14	19	33	32	65	50	50	13	3	5
Non-Economically Disadvantaged	27	446	40753	100	100	99	471	470	467	4	5	5	19	17	16	63	59	62	15	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	1502	79971	100	100	99	440	424	423	2	9	8	36	38	41	59	48	49	3	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	735	38974	100	100	99	451	439	437	NA	6	5	27	32	33	68	55	57	5	7	4
Male	36	767	40895	100	100	98	433	408	410	3	12	10	42	44	47	53	42	41	3	2	2
African American	NC	190	4203	NC	100	99	NC	416	411	NC	8	11	NC	44	45	NC	46	43	NC	2	2
Hispanic	18	720	34481	100	99	99	451	418	410	NA	10	10	39	40	46	56	47	43	6	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	28	416	35150	100	100	99	438	440	437	4	5	5	29	34	35	64	53	56	4	8	5
Students with Disabilities	16	258	10258	100	100	94	414	372	377	NA	23	23	63	52	51	38	23	25	NA	3	1
Students without Disabilities	42	1244	69713	100	100	100	449	434	429	2	6	5	26	36	39	67	53	52	5	5	3
Limited English Proficient Students	NC	261	13985	NC	100	97	NC	375	382	NC	24	18	NC	50	54	NC	26	27	NC	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	31	1054	38994	100	99	98	435	414	409	3	10	10	39	42	47	55	45	41	3	2	1
Non-Economically Disadvantaged	27	448	40977	100	100	100	446	445	437	NA	6	5	33	29	34	63	55	56	4	11	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	1609	80147	100	100	99	509	476	482	6	12	11	6	21	17	55	45	49	33	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	824	39281	100	100	99	511	476	483	4	12	9	8	21	17	54	44	50	35	22	24
Male	25	785	40780	100	100	98	507	475	482	8	12	12	4	21	17	56	46	48	32	21	24
African American	NC	170	4249	NC	99	99	NC	464	464	NC	16	17	NC	21	22	NC	52	48	NC	12	13
Hispanic	20	779	33494	100	100	99	503	468	466	NA	13	15	10	25	23	70	46	49	20	16	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	495	515	NC	9	4	NC	13	8	NC	42	44	NC	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	24	464	36122	100	100	99	518	498	501	8	8	5	4	13	10	42	41	50	46	37	35
Students with Disabilities	NC	243	10295	NC	99	92	NC	434	443	NC	40	33	NC	29	26	NC	23	33	NC	9	8
Students without Disabilities	46	1366	69852	100	100	100	511	483	488	4	8	7	4	19	16	57	49	51	35	24	26
Limited English Proficient Students	NC	319	12722	NC	100	97	NC	438	441	NC	27	27	NC	36	33	NC	32	37	NC	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	23	1141	38371	100	100	97	498	464	465	9	16	15	4	25	23	70	45	49	17	15	13
Non-Economically Disadvantaged	28	468	41776	100	100	100	519	503	498	4	5	6	7	12	11	43	45	49	46	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	1601	79686	100	99	98	483	463	470	6	14	11	18	27	24	69	52	57	8	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	819	39163	100	99	99	487	470	475	NA	11	9	15	23	22	77	56	60	8	9	10
Male	25	782	40438	100	99	97	478	457	465	12	16	13	20	30	25	60	48	54	8	6	7
African American	NC	168	4228	NC	98	98	NC	461	458	NC	13	15	NC	27	28	NC	57	53	NC	3	4
Hispanic	20	773	33299	100	99	98	473	454	452	5	16	17	25	32	32	65	47	47	5	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	472	490	NC	13	5	NC	22	13	NC	51	68	NC	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	24	463	35914	100	100	98	492	484	489	4	8	5	13	15	15	71	62	67	13	14	14
Students with Disabilities	NC	239	9808	NC	98	87	NC	420	432	NC	47	35	NC	28	32	NC	23	30	NC	2	3
Students without Disabilities	46	1362	69878	100	99	100	485	471	475	4	8	8	15	26	23	72	57	61	9	8	9
Limited English Proficient Students	NC	314	12594	NC	98	96	NC	419	422	NC	36	34	NC	46	45	NC	18	21	NC	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	23	1134	38095	100	99	97	467	452	452	9	18	17	26	31	32	61	46	48	4	5	3
Non-Economically Disadvantaged	28	467	41591	100	100	99	496	490	486	4	4	6	11	16	16	75	67	65	11	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	1606	80372	100	100	99	502	475	475	2	4	4	10	32	30	86	62	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	823	39452	100	100	99	508	489	488	NA	3	3	8	22	22	88	72	72	4	3	3
Male	25	783	40836	100	99	98	495	459	464	4	6	6	12	42	37	84	51	56	NA	1	1
African American	NC	168	4264	NC	98	99	NC	473	465	NC	3	5	NC	37	35	NC	59	59	NC	1	1
Hispanic	20	779	33608	100	100	99	509	468	462	NA	6	6	5	35	36	95	58	57	NA	1	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	493	500	NC	2	2	NC	20	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	24	462	36213	100	99	99	499	487	489	4	4	2	13	23	22	79	69	72	4	4	3
Students with Disabilities	NC	242	10526	NC	99	94	NC	421	427	NC	18	15	NC	56	53	NC	26	31	NC	NA	1
Students without Disabilities	46	1364	69846	100	100	100	505	484	482	NA	2	3	7	27	26	91	69	69	2	2	2
Limited English Proficient Students	NC	318	12747	NC	99	97	NC	439	432	NC	11	12	NC	51	52	NC	38	36	NC	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	23	1138	38521	100	99	98	496	466	461	NA	5	6	17	37	38	83	56	55	NA	1	1
Non-Economically Disadvantaged	28	468	41851	100	100	100	507	496	489	4	2	3	4	18	22	89	77	72	4	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	1433	79306	100	100	99	544	500	504	11	14	13	4	21	20	45	48	49	40	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	691	38845	100	100	99	522	499	505	18	14	11	NA	21	20	50	50	50	32	15	18
Male	25	742	40383	100	100	98	565	502	504	4	14	14	8	21	19	40	46	47	48	18	19
African American	NC	155	4171	NC	100	98	NC	481	485	NC	23	20	NC	25	26	NC	45	44	NC	7	10
Hispanic	17	661	32673	100	100	99	522	490	487	18	15	18	NA	25	25	65	50	46	18	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	23	449	36234	100	100	99	542	522	523	9	8	6	9	12	13	39	49	52	43	31	28
Students with Disabilities	11	258	10286	100	100	91	502	461	462	27	42	41	9	29	27	45	24	27	18	6	5
Students without Disabilities	36	1175	69020	100	100	100	553	509	510	6	8	9	3	20	18	44	53	52	47	19	21
Limited English Proficient Students	--	264	10291	--	100	96	--	465	458	--	30	38	--	37	34	--	30	26	--	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	22	985	37437	100	100	97	523	488	486	18	17	19	5	26	26	55	48	46	23	9	9
Non-Economically Disadvantaged	25	448	41869	100	100	100	560	528	521	4	6	7	4	11	14	36	47	51	56	35	27

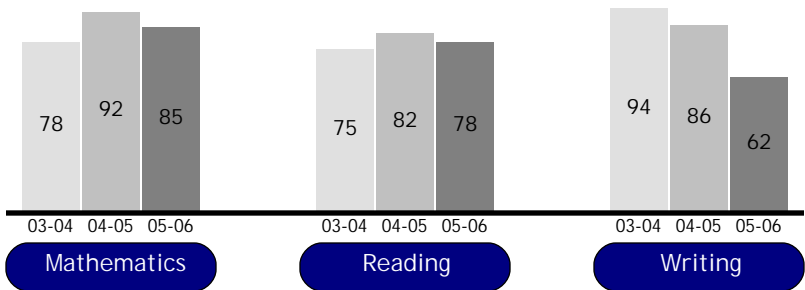
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	1423	79000	100	99	98	510	484	489	NA	10	10	23	26	24	62	58	58	15	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	687	38774	100	99	99	502	488	494	NA	8	7	23	23	22	64	61	61	14	8	10
Male	25	736	40150	100	100	98	518	481	485	NA	12	12	24	28	25	60	55	55	16	5	8
African American	NC	154	4153	NC	100	98	NC	472	476	NC	15	13	NC	31	30	NC	52	53	NC	3	4
Hispanic	17	653	32508	100	99	98	497	473	472	NA	12	15	24	30	33	76	56	49	NA	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	23	448	36135	100	100	98	508	507	508	NA	4	4	30	15	14	52	66	67	17	15	15
Students with Disabilities	11	248	9991	100	97	88	478	448	449	NA	33	33	64	40	36	27	25	29	9	3	2
Students without Disabilities	36	1175	69009	100	100	100	517	492	495	NA	5	6	11	23	22	72	65	62	17	7	10
Limited English Proficient Students	--	259	10199	--	98	95	--	445	439	--	27	35	--	47	47	--	25	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	22	977	37234	100	99	97	501	474	472	NA	13	15	32	30	33	55	55	50	14	2	3
Non-Economically Disadvantaged	25	446	41766	100	100	99	516	508	505	NA	4	5	16	16	16	68	63	65	16	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	1430	79611	100	100	99	523	492	496	2	8	7	32	39	37	64	52	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	689	39016	100	100	99	534	507	511	NA	4	4	23	32	29	73	62	66	5	1	1
Male	25	741	40519	100	100	98	512	477	482	4	11	10	40	46	44	56	43	46	NA	1	0
African American	NC	155	4188	NC	100	98	NC	483	486	NC	9	9	NC	45	40	NC	46	50	NC	1	0
Hispanic	17	660	32855	100	100	99	524	484	481	NA	9	10	29	41	43	71	49	47	NA	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	23	448	36380	100	100	99	517	507	511	4	5	4	39	35	30	57	58	65	NA	2	1
Students with Disabilities	11	257	10664	100	100	94	494	438	440	NA	23	23	64	58	54	36	19	22	NA	0	1
Students without Disabilities	36	1173	68947	100	100	100	530	503	504	3	4	4	22	35	34	72	60	61	3	1	1
Limited English Proficient Students	--	265	10362	--	100	97	--	443	438	--	20	22	--	56	57	--	24	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	22	983	37626	100	100	98	521	482	479	NA	9	10	41	43	45	55	48	45	5	0	0
Non-Economically Disadvantaged	25	447	41985	100	100	100	525	512	511	4	4	4	24	31	30	72	62	65	NA	2	1

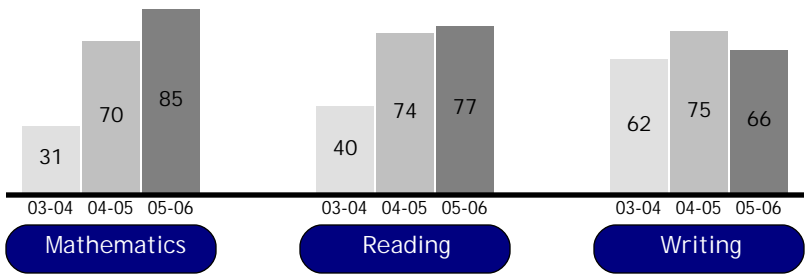
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	55	NA	58	87	49	41	47	95	65	41	46
	Language	92	62	44	50	87	43	39	47	95	59	39	48
	Mathematics	92	73	57	64	92	54	44	50	95	67	41	52
3	Reading	97	62	NA	55	98	54	41	44	97	54	41	46
	Language	97	70	54	61	98	51	40	44	97	50	39	46
	Mathematics	97	80	54	61	98	62	46	51	97	61	46	52
4	Reading	88	68	NA	56	96	56	43	48	98	65	44	52
	Language	90	65	45	52	96	61	45	49	98	58	46	52
	Mathematics	90	71	51	61	96	64	48	53	98	70	52	58
5	Reading	94	50	NA	55	93	55	46	50	94	72	52	56
	Language	94	43	43	49	93	56	45	50	94	70	48	54
	Mathematics	94	60	59	63	93	55	45	49	94	80	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget Allocation
- Ü Development and Oversight of School Plan
- Ü Creation of Business Partnerships
- Ü Funding of Extracurricular Activities
- Ü Promote Marketing of Bustoz School
- Ü Continuous Support of Classroom Teachers

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.75
Other Professional Staff	3.20	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	0	0	0	0
10 or more years	3	8	2	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Project Venture Labs in Two Classrooms
- Ü Cox Ed Net Wiring for All Classes
- Ü 6 mobile laptops & a portable proxima

Extracurricular Activities

- Ü Kid Zone Before & After School Care
- Ü Summer Jump Start for Enrolled Students
- Ü Student Council
- Ü Chorus for Grades 4 and 5
- Ü Band and Orchestra Classes

Social Services

- Ü Before/After School Childcare Program
- Ü Character Education
- Ü Full Time Nurse on Staff
- Ü Olweus Anti-bullying Program
- Ü Counseling Services
- Ü Active Girl Scout Troop

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Support use of Integrated Themes and Lifeskills to raise student achievement in reading, writing, and math. Our technology plan assures that all children will learn research and keyboarding skills. We emphasize the arts in all grades.
- ü Completed the sixth year with a focus on the Multiple Intelligences Theory of Howard Gardner. Children learn about the world by using their multiple 'Intelligences.'
- ü While maintaining our small school community, we have increased our grades to provide at least two sections at each level.
- ü We continue to achieve some of the highest writing, reading and math scores in the Tempe Elementary School District. We are focusing our instruction on standards that are mapped from grade to grade. Math scores took a huge leap - spring 06.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Visitors must sign-in, and display an ID badge while on campus. Every district employee wears a picture ID. Our campus is gated. Outside doors are locked each morning. Our character education program and discipline plan support children in making good decisions. We use 'Think Time' as an intervention to help students reflect on their behavior and redirect their energy in class.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lisa Hobson	(480) 897-2955
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Maria Hornyman	(480) 897-2955
School Nutrition Programs	Barbara Savastio	(480) 774-2124
Parent Organization	Heidi Wescott	(480) 897-2955
Student Health/Nurse	Charleen Thomas	(480) 897-2955

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.